2-1972

Looking Ahead: The Next Five Years at UMO, part 1

University of Maine

LOOKING AHEAD:

The Next Five Years

at UMO

LOOKING AHEAD

The Next Five Years at UMO

Prepared for
The Educational Policy Committee
of the
Board of Trustees
of the
University of Maine

Orono, Maine

February 1972

C O N T E N T S

The papers in this booklet were prepared for a meeting of the Educational Policy Committee of the Board of Trustees of the University of Maine. The meeting was scheduled for February 10, 1972, at Orono.

Because the papers were prepared by different persons and at different times, the page numbering is consecutive only within papers. In this booklet the papers are presented in the following order:

A FOREWORD

The University of Maine at Orono/Bangor is part of the University of Maine. As such it is administered within the general policies and guidelines established by the Chancellor and the Board of Trustees. Operating within this established policy it is essential that the individual campuses define institutional goals and expectations for the immediate future in rather specific terms. Such definition arises from the thought and deliberation of the faculty, administration and students.

This series of papers prepared by the staff at UMO is intended to serve as a basis for discussion with the Educational Policy Committee of the Board of Trustees and subsequently with the total UMO staff. It is agreed that the material presented, while representing the best thinking of those preparing the papers, should serve primarily as a basis for further exploration and sharper definition. The emphasis in this presentation is on the Orono campus. The process is underway for a more thorough identification of the mission and role of the UMB portion of this institution.

These papers have been thoughtfully prepared and thoroughly discussed. They are based on the experiences of the past three years and recognizable educational trends as well as on the traditions and legal requirements developed over the past century. The University of Maine at Orono is a land-grant institution and as such has certain clear-cut responsibilities defined by state and federal legislation. As part of the University of Maine it also has the responsibility to be an effective unit, doing at a quality level those things which it is best or uniquely capable of doing.

The times demand that to the best of human ability the prospects and probabilities for the immediate future (1972-77) be identified. This these papers attempt to do.

Winthrop C. Libby
President
University of Maine
at Orono/Bangor

February 10, 1972

SEEING INTO THE SEVENTIES--
UMO IN 1975 AND BEYOND

James M. Clark

Vice President for Academic Affairs

January 1972

SEEING INTO THE SEVENTIES--
UMO IN 1975 AND BEYOND

Academic Area

(J. Clark/January 1972)

I. Assumptions:

A. Growth will be moderate, UMO reaching 10,000 students between 1975 and 1980.

B. New resources will be modest.

C. UMO will remain part of a single system of public higher education, with sufficient coordination to avoid unnecessary and expensive duplication of effort.

D. The mission of UMO within the system will include programs broad in scope--professional and liberal--and varied in level--from associate to doctoral, with continued emphasis on graduate programs, research, and public service.

E. Primary program goals will continue to be providing broadened educational opportunity and meeting manpower needs, especially in Maine.

F. Entering students will be more diverse: many better prepared and some in need of special tutoring and counseling.

G. Individual college and department faculties will continue to be involved in academic planning and development, and students will have input in the process.

II. Existing Situation:

The University of Maine at Orono is Maine's Land-Grant University. It offers two-year degree programs in four fields of engineering technology and five fields of life sciences and agriculture. The bachelor degree is offered in five different colleges: Arts and Sciences; Business Administration; Education; Life Sciences and Agriculture; and Technology. Within these Colleges there are more than ninety separate programs leading to the Bachelor of Arts, Bachelor of Science, Bachelor of Music, or Bachelor of Science in Education degrees. Master of Arts degrees are awarded in fifteen subjects; twenty-three programs lead to the Master of Science; and there are eight non-thesis masters programs. Doctoral programs in twelve fields crown the educational offerings of the University of Maine at Orono (twenty-three disciplinary or interdisciplinary specialties).

The teaching faculty numbers 582; in addition, there are 180 professionals involved in research and public service. UMO student enrollment totals 8,488, including 464 two-year students housed at UMB, and 833 graduate students.

III. Problems and Solutions--General:

A. Need to recognize diversity of academic levels of entering students:

1. Expand use of freshman examinations for credit (using tests of the College Level Examination Program or CLEP) to allow more students to graduate in three or three and a half years. Allows education of more students with no increase in resources.

2. Expansion of tutoring and counseling for disadvantaged students as in Onwards program.

3. Better articulation of programs with other campuses to ease transfer into specialized programs only available at UMO.

4. Creation of Honors College to attract a larger proportion of able students and to meet their needs better.

B. Need to respond to new individual and collective student interests as well as new manpower needs:

1. Create more baccalaureate interdisciplinary programs through interdepartmental and intercollege cooperation, as in International Affairs, Health and Family Life Education, etc.; needed, for example, in computer sciences, environmental affairs, forest engineering, and parks and recreation.

2. Create Bachelor of Arts in General Studies (B.A.G.S.).

3. Improvement in academic counseling in areas where professional requirements are few and student interests diverse.

4. Consider new allied health programs, such as B.S. in Physical Therapy.

C. Need to maintain and improve quality consistent with resources:

1. The normal six-year term of accreditation in Chemical Engineering, Mechanical Engineering, and Engineering Physics should be achieved instead of the present two-year term.

2. Seek accreditation of the College of Business Administration and of the associate degree programs in the College of Technology.

3. Do not seek accreditation of any additional masters programs, including Library Service and Engineering.

4. Continue improvement of teaching through regularized system of teacher evaluation; recognition in salaries, promotions, and awards; in-service education; support of innovation.

5. Relieve desperate library situation in space and collection; hold professional manpower at about present level, but increase support staff. Work towards a 50-100 percent increase in collection by the end of the decade, and concentrate on special collections related to program needs, such as State of Maine Collection, Canadian-American affairs, etc.

6. Continue reappointment and promotion system, but improve supervision-feedback methods. To keep costs down in period of slow growth, develop patterns of rank distribution in percentages. Consider redefinition of tenure system, but be certain that it continues to protect the obligation of the faculty to speak the truth as they see it.

7. Restore support levels for supplies, travel, and equipment; provide paraprofessional help.

8. Feed more research and public service activities into undergraduate education. Promote cooperative education where appropriate.

D. Need to recognize enrollment shifts and disparities in workload and resources:

1. Better definition of what constitutes a full teaching load at the various levels of instruction, and more precise assignment of duties in terms of fractional full-time equivalents (F.T.E.'s) for teaching, research, and public service.

2. Have Institutional Research and Planning advise continuously on reallocation of positions and resources.

3. Reduce course proliferation and duplication where low enrollments result.

IV. Trends, Problems, and Solutions--Undergraduate:

A. College of Life Sciences and Agriculture:

1. Enrollment trends:

ENROLLMENT 1965-71--LSA

	For. Res.	Human Dev.	Bio. Sci.	Agr. Sci.	Nat. Res. Mgt.	Total	Assoc. Degree	Full-Time Grads	All Students
1965-66	269	126	138	223	---	756	151	61	968
1966-67	260	143	175	224	---	802	169	82	1053
1967-68	272	176	220	199	---	867	175	85	1127
1968-69	270	217	264	211	---	962	260	90	1312
1969-70	301	313	317	220	---	1151	254	108	1513
1970-71	319	401	381	248	10	1359	269	121	1749
1971-72	375	442	390	269	38	1504	278	134	1916

2. Expansion in Forest Resources (especially Wildlife), Biological Sciences, Natural Resource Management, and Human Development (especially Child Development, Food and Nutrition, and Health and Family Life Education) likely to continue.

   a. Continue to shift resources to these areas.

   b. Continue to improve relationship with Department of Zoology, perhaps to the point of administrative union.

3. Agricultural sciences enrollment stable:

   a. Continue to stabilize or contract resources.

4. Associate degree enrollments increased until halted by the 1968 move to the Bangor campus; yet the need for opportunity and manpower remains great at this level.

   a. Return programs to UMO, and allow enrollment increases to present resource availability level.

   b. Terminate Food Service Management program for lack of adequate enrollment.

5. New undergraduate programs:

   a. Baccalaureate:
      Animal Medical Science
      Forest Engineering (pending)
      Landscape Architecture
      Recreation and Park Management (jointly with the College of Education)
      Ecology (option in the Biology curriculum)
      Health Science (option in the Biology curriculum).

   b. Associate:
      Forest Products Technology (approved by Trustees but not funded)
      Landscape and Nursery Management (in cooperation with SMVTI).

6. Increase number of cooperative agreements with other University of Maine campuses, allowing completion of one or two years of study elsewhere before full-credit transfer to LSA.

B. College of Business Administration:

1. Enrollment trends:

ENROLLMENT 1965-71--COBA

	Fresh.	Soph.	Juniors	Seniors	Others	Total	Full-Time Grads	All Students
1965-66	39	53	55	51	8	206	15	221
1966-67	82	79	80	54	15	310	19	329
1967-68	91	123	124	85	7	430	22	452
1968-69	121	121	138	127	9	516	19	535
1969-70	113	126	141	134	14	528	21	549
1970-71	136	159	121	128	17	561	41	602
1971-72	115	136	122	113	19	505	51	556

2. Stabilize undergraduate enrollment at approximately 600-700, and double graduate enrollment by the time the University goal of 10,000 is attained.

3. Develop closer relations with Maine industry and commerce through internships, practicums, cooperative education, and the like.

4. Apply for professional accreditation in 1972-73.

5. Join in creation of Bureau of Business and Social Research (business, economics, sociology, political science, and anthropology).

6. Develop a cooperative relationship with the School of Business Administration at UMPG.

C. College of Education:

1. Enrollment trends:

ENROLLMENT 1965-71--Education

	Fresh.	Soph.	Junior	Senior	Other	Total	Full-Time Grads	All Students
1965-66	319	219	219	228	50	1035	64	1099
1966-67	302	319	214	209	43	1087	91	1178
1967-68	391	332	281	205	36	1245	113	1358
1968-69	404	342	310	264	36	1356	131	1487
1969-70	390	357	333	302	44	1426	129	1555
1970-71	519	389	333	328	66	1635	144	1779
1971-72	401	401	302	286	62	1452	188	1640

2. Wide availability of teacher education programs on University campuses and declining need for new teachers mean:

   a. Stabilization of new freshman admissions at 200-250 annually, to create undergraduate college of 800 to 1,000 (note effect of transfers from CED and other UMO colleges and other campuses).

   b. Increase in graduate enrollment, especially at the Masters level, to meet needs in recognition of role in University system.

   c. Emphasize in-service education in cooperation with school districts, using variety of methods--institutes, conferences, fractional credit for degree or certification--perhaps through a Field Services office in cooperation with CED.

3. Use undergraduate programs to develop models in teacher education through research and development, partly with outside financial support.

4. Broaden responsibility for teacher education through more joint or adjunct appointments with extramural persons in educational practice.

5. Reduce courses offered in rigid three-credit, three-meetings-a-week format by developing individualized course modules with pre-testing, sequencing, and fractional credit.

6. Improve selection procedures by applying stringent admissions standards and by providing a self-evaluation sequence with opportunities for sampling the different dimensions of teaching roles, especially through field work and clinical experience.

7. Provide high quality professional courses as service to students enrolled in other UMO colleges.

8. Develop a small, tightly knit college which has a state and national reputation for high quality and excitement within its limited areas of specialization.

D. College of Technology:

1. Enrollment trends:

ENROLLMENT 1965-71--Technology

	Fr.	C.E.	E.E.	M.E.	Ch.E.	Eng. Phy.	Other	Total	Assoc. Deg.	Full-Time Grads	All
1965-66	262	136	108	124	88	66	39	823	79	77	979
1966-67	270	135	117	108	78	81	38	827	148	88	1063
1967-68	243	150	137	114	79	68	44	835	187	84	1106
1968-69	223	131	126	121	83	59	28	771	219	72	1062
1969-70	215	123	133	142	89	51	37	790	211	78	1079
1970-71	238	156	124	113	83	50	35	799	204	81	1084
1971-72	196	161	123	109	76	47	37	749	186	83	1018

2. Declining applications of qualified students for admission and high attrition rate are serious problems for the college (enrollment at 1,000 undergraduates is usual critical mass required). Freshman enrollment as percentage of total UMO freshman enrollment dropped from 39 percent in 1955 to 16 percent in 1965 to 11 percent in 1970 (UMO freshmen increased from 1,674 to 2,135 in that period).

   a. Need to improve recruitment of students and image of college and profession.

   b. Need to adopt flexible admissions standards and perhaps add remedial or supportive programs to keep additional students in.

   c. Need to make changes in freshman year to reduce attrition (freshman to sophomore attrition rate rose from 32 percent in 1965 to 40 percent in 1970).

3. Enrollment weakness creates imbalance in staffing.

   a. Continue to reallocate resources to make workload more comparable to that of other units.

   b. Use available staff capability as much as possible in funded research and public service.

4. Restore regular six-year accreditation to all undergraduate programs.

5. Return associate degree students from UMB to UMO as space becomes available.

6. Consider adding other four-year technology programs to present one in Pulp and Paper Technology (e.g., B.S. in Mechanical Engineering Technology, B.S. in Applied Mathematics).

7. Continue special emphasis on pulp and paper, and sanitary engineering.

8. Emphasize innovation in teaching (as presently done in courses in chemistry, chemical engineering, and mechanical engineering) and use more field experiences (summer interns, cooperative education).

9. Experiment with closed-circuit television delivery system for in-service education for practicing engineers at various locations in the State.

10. Develop cooperative education programs with business and industry.

E. College of Arts and Sciences:

1. Enrollment trends:

ENROLLMENT 1965-71--Arts and Sciences

	Fr.	So.	Fine Arts	Hum.	Eh& Com.	Soc. Sci.	Math Sci.	Nur.	Other	Total	Full-Time Grads	All
1965-66	685	633	12	67	183	363	234	27	119	2323	176	2499
1966-67	695	757	19	63	189	402	253	37	97	2512	203	2715
1967-68	708	741	28	106	201	463	314	66	114	2741	228	2969
1968-69	740	726	34	106	229	531	346	72	128	2912	269	3181
1969-70	798	700	34	108	238	594	261	0	146	2879	317	3196
1970-71	913	730	39	103	246	595	221	2	127	2976	310	3286
1971-72	751	916	43	110	249	547	201	2	145	2964	343	3307

2. Growth in the college likely to parallel growth in UMO towards 10,000, partly because Arts and Sciences does two thirds of all UMO instruction.

   a. But shifts away from mathematics and sciences and towards social sciences and graduate work will probably continue.

   b. Need to recognize quality and maintain strength in geological sciences, history, mathematics, music, philosophy, psychology, physics, and zoology.

   c. Need to add resources and strengthen anthropology, art, economics, political science, and sociology.

   d. Need to stabilize English, foreign languages, journalism, modern society, and speech.

3. Shifting enrollments and other trends require reorganization.

   a. Maintain or decrease number of departments in the college.

   b. Create Department of Communications (Journalism Department plus radio-television parts of Speech Department).

   c. Create a Division of Statistics in the Department of Mathematics.

   d. Create a Division of Astronomy in Department of Physics (linked with refurbishing of Observatory).

   e. Separate out music, art, and theater part of Speech Department to create a School of Fine Arts.

4. New undergraduate programs:

   a. Bachelor of Fine Arts.

   b. B.A. in Religious Studies, in cooperation with the Bangor Theological Seminary.

   c. B.A./B.S. in Computer Sciences.

   d. B.A. in General Studies for those few day students who wish broad education without specialization in a major.

   e. Bachelor of Liberal Studies for off-campus adults.

   f. B.A. in Franco-American studies, perhaps a joint major with anthropology, sociology, French language and literature, etc.

5. Special programs and services underfunded:

   a. Make Projects-in-Learning (Special Seminars and Independent Studies) part of regular faculty load (now overloads without pay).

   b. Create improved academic counseling system through use of paid student aides and other part-time help.

6. Improve public service and research effort of college:

   a. Support Quaternary Institute (Geological Sciences, Botany, Anthropology, Oceanography, and Zoology).

   b. Create Bureau of Business and Social Research.

   c. Create Center for Audiological Study and Research.

   d. Develop Northeast Folklore archives.

   e. Support traveling art, music, and theater productions and other cultural outreach services.

V. Trends, Problems, and Solutions--Graduate (F. Eggert/January 1972):

A. Enrollment trends:

ENROLLMENT 1965-71--Graduate School

	Arts & Sci.	Tech.	Bus. Admin.	Educ.	LSA	Other	Total
1965-66	176	77	15	64	61	3	396
1966-67	203	88	19	91	82	2	485
1967-68	228	84	22	113	85	0	532
1968-69	269	72	19	131	90	4	585
1969-70	317	78	21	129	108	6	659
1970-71	310	81	41	144	121	16	713
1971-72	343	83	51	188	134	34	833

B. Decline of enrollments in Masters programs in doctoral departments.

1. The first earned doctoral degree awarded by the University of Maine was in 1960 in Chemistry. Our oldest program at this level has been in existence for less than fifteen years. Such a situation would not seem to call for widespread reviews of the doctoral programs themselves. In some areas, however, as the doctoral enrollment increases, there appears to be a

corresponding decrease in enrollment in the same disciplines at the Masters level. Such a phenomenon may be well-justified and quite logical. However, it is also possible that the availability of a given level of Master's degree production would be in the best interests of the State of Maine. Consequently, the following Master's programs associated with doctoral programs should be reviewed:

a. Chemistry.

b. Chemical Engineering.

c. Physics.

d. Clinical Psychology.

e. General Experimental Psychology.

f. History.

C. Review of Masters Programs:

1. The Masters programs are placed in two categories. The first, those programs that seem to attract applicants beyond the New England area, or have a heavy demand in terms of inquiry and application. Formal review does not appear justified from the standpoint of continued availability although all programs might benefit from higher standards of quality. These programs by degree are as follows:

a. Master of Arts

Economics
Education
English
Mathematics
Political Science
Speech.

b. Master of Science

Agricultural and Resource Economics
Botany and Plant Pathology
Civil Engineering
Education
Entomology
Forestry
Microbiology
Plant and Soil Sciences
Zoology.

c. Non-Thesis Degrees

Master of Agricultural and Resource Economics
Master of Business Administration
Master of Education
- Elementary School Teacher
- Secondary School Teacher
- Special Reading Teacher
- Elementary School Principal
- Secondary School Principal
- Counseling and Guidance
- Special Education (Retarded)
- Physical Education

Certificate of Advanced Study
Master of Arts in Teaching French
Master of Library Service
Master of Public Administration.

2. The following programs should be reviewed to determine the cause of limited enrollment, poor regional visibility, low degree production, etc. Not all programs are plagued by all of these factors and being included should not be regarded as derogatory, but that special efforts may be required to build them to a regionally competitive position. By degrees they are as follows:

a. Master of Arts

Foreign Languages - German
Foreign Languages - French
Foreign Languages - Spanish
Public Management.

b. Master of Science

Agricultural Engineering
Animal and Veterinary Science
Biochemistry
Pulp and Paper
Electrical Engineering
Geological Sciences
Human Development
Mechanical Engineering.

c. Non-Thesis Programs

Master of Arts in Teaching (Education)
Master of Mechanical Engineering
Master of Education
- Foreign Language Teacher (Elementary)
- Foreign Language Teacher (Secondary)
- Business Education Teacher

3. Masters program to be reconstituted as rapidly as possible:

   a. Master of Arts in Sociology.

D. New degree programs or modifications which might be studied:

1. Doctoral level: In view of the apparent lack of demand for doctoral recipients, it is doubtful that we can justify any new degree program at this level. The widely discussed Doctor of Arts degree with emphasis on teaching rather than research does not appear to be attractive to those employers for whom the degree was presumably designed. It would therefore appear that a better approach would be to introduce a teaching requirement in the Doctor of Philosophy programs currently developed. This matter could properly be referred to the Graduate Board for consideration.

2. Masters level: Several needs seem unsatisfied at the Masters level of attainment. Non-thesis program options exist as alternatives to the usual thesis degrees (M.A. and M.S.) in a number of subject-matter fields. These alternatives, however, do not exist in all areas and while it may not be justified in all areas, there are additional areas where a need does exist. The College of Life Sciences and Agriculture is considering a Master of Professional Studies degree to fulfill this need. Expansion of such a program to include other areas or the development of a parallel concept to include academic studies would provide an opportunity not now available.

   A second master's level program might be termed a coherent studies program. This would be primarily a student-designed program to attain an educational objective defined in advance by the student. That is, a graduate student could spell out his educational objectives and then design his program of study to fulfill the goal. If acceptable to a special faculty committee and successfully completed, the student would be awarded a Master's degree in any already approved area. For example, he might earn a Master of Arts degree in Speech; a Master of Education degree; a Master of Science degree in Microbiology; or a Master of Professional Studies.

   A final master's level program that should be considered is one to encourage the undergraduate who decides early that he will take an advanced degree. Our present practice allows a student only six hours of graduate credit while still an undergraduate. A program is needed which would allow greater flexibility if the student starts, say, at the close of the junior year (or equivalent). A 4- to 4½- or 5-year program might well be designed to allow the award of both the bachelor's and/or master's degree with successful completion of the program.

UNIVERSITY OF MAINE

ORONO, BANGOR CAMPUSES

ORONO

College of Arts & Sciences
(B.A. degree programs)

- Anthropology
- Art
- Chemistry
- Comparative Literature
- Economics
- English
- Foreign Languages & Classics
- Geology
- History
- International Affairs
- Journalism
- Mathematics
- Medical Technology
- Music
- Philosophy
- Political Science
- Physics
- Psychology
- Public Management
- Sociology
- Speech and/or Theatre
- Zoology, including Pre-Med and Pre-Dent.

THE SCHOOL OF NURSING
(B.S. degree awarded)
Junior-Senior years at
U. of Me. at Port.-Gorham

College of Business Administration
(B.S. degree program)

- Business Administration

College of Education
(B.S. degree programs)

- Elementary Education
- Secondary Education
- Art Education
- Music Education
- Physical Education

College of Technology
(B.S. degree programs)

- Agric. Engineering (jointly with Coll. of Life Sciences & Agric.)
- Chemical Engineering
- Chemistry
- Civil Engineering
- Electrical Eng.
- Engineering Physics
- Mechanical Eng.
- Pulp and Paper Tech.

Two-year Technical Division
(Associate Degree Programs)

- Civil Eng. Tech.
- Electrical Eng. Tech.
- Mechanical Eng. Tech.
- Chem. Eng. (Pulp & Paper) Tech.

(Students will live on the Bangor campus)

College of Life Sciences and Agriculture
(B.S. degree programs)

- Agric. and Resource Econ.
- Agric. Engineering (jointly with Coll. of Tech.)
- Agric. Mechanization
- Animal Sciences (Inc. Pre-Vet.)
- Biological Sciences
- Natural Resource Mgt.
- Plant & Soil Sciences
- Sociology of Rural Life

THE SCHOOL OF FOREST RESOURCES
- Forestry Mgt. & Science
- Wildlife Mgt. & Science

THE SCHOOL OF HUMAN DEVELOPMENT
- Child Development
- Food and Nutrition
- Health and Family Life Educ.
- Home Economics Educ.

Two-year Technical Division
(Associate Degree Programs)

- Resource and Business Mgt.
  - Options: Agric. Business Mgt.
    - Food Industry Mgt.
    - Horticultural Mgt.
    - Resources (Recreation) Mgt.
- Animal Technology
- Animal Medical Tech.
- Forest Management Tech.
- Food Service Management
- Merchandizing

U. of M. at BANGOR

Two, two-year associate degree programs are available:

1. General Studies
2. Law Enforcement

Note: The CEEB Scholastic Apt. Test and 3 Achievement Tests (including English Comp. and Math 1 for engineering) are required for the following programs.

1. *All* B.A. and B.S. Degree Progs.
2. Assoc. Deg. Progs. in Engineering Technology

All other programs require the S.A.T. Test only.

TWO-YEAR PROGRAMS

Compiled by

Robert F. Tredwell
Assistant to the President
University of Maine at Orono
Orono, Maine

TWO-YEAR PROGRAMS

The University of Maine at Orono has sixty-five years' experience in offering two-year programs. The first programs were instituted in 1890. And although they were allowed to lapse in 1897 because, as President Fernald wrote, "the importance of agricultural education had not become sufficiently understood to insure the necessary support," they were re-opened in 1903 and continued ever since. The first programs were in agriculture; but in 1965-66 UMO added four programs in engineering technology. In 1968, the University was given $12 million worth of buildings at the former Dow Air Force Base, and this became the basis of the UMB community college.

There are presently 775 students enrolled in the two-year programs. All of the students are based on the Bangor campus; however, 464 are candidates for associate degrees at UMO. The remaining 311 seek degrees offered by the Bangor faculty.

The Orono and Bangor programs have a common set of aims. First, they are designed to provide their graduates with skills which will aid them in entering the job market for the first time. Second, they can help improve the skills and opportunities of those already employed. And third, they furnish some people with an entrance to the four-year baccalaureate programs.

Within these broad aims, however, there is a great deal of difference between the two-year programs on the Orono and Bangor campuses. The Orono programs are taught by the regular four-year faculty for the most part. At Bangor, on the other hand, the faculty has been selected especially for the two-year programs. Thus, the Orono programs represent those initiatives of the Orono faculty which have found a response in the community and so have succeeded. The Bangor programs, on the other hand, are the result of a prior assessment of community need and of a deliberate search for a faculty which can meet those needs.

A consequence of this difference is that, while the programs are complementary, they have a very different potential for expansion. The Orono programs have amounted to 5 percent of Orono's registrations ever since 1911. This figure, which has been surprisingly steady through good times and bad, seems to reflect deep-rooted factors within the economy of the University, its faculty, and the Maine community.

The community college approach followed at Bangor, on the other hand, allows easy expansion. The limits on the growth of a community college, with its specialized faculty, are set only by the educational needs of the community, by the ability of the University to hire instructors to meet the needs, and by the ability of the campus to provide a fitting collegiate atmosphere for the students.

If we assume that Orono's future enrollment will be between 8,000 and 10,000, then we may expect the two-year programs to stay between 400 and 500. This is their present level. The Bangor programs, on the other hand, can be increased both in the numbers of students in each curriculum and in the number of programs offered. Within the next six years, then, we might imagine UMB as offering six programs instead of its present three and enrolling 800 students instead of the present 315. Hence, the total two-year enrollment at the two units would be 1,200-1,300. This level of enrollment should be achieved by adding programs at Bangor in some of the health technologies and in technologies which serve the transportation, marketing and recreation industries which dominate the economy of the Bangor area.

Since the Orono programs should remain at a constant size, change should be accomplished by reallocation rather than simple addition. This task is already underway, and will continue into the future. The latest step in this re-evaluation is a series of negotiations with the Southern Maine Vocational Technical Institute which would shift the program in horticultural management from an option within Agricultural and Business Management to a cooperative program between UMO and SMVTI, involving more of the technical expertness of our Plants and Soils Department.

An enrollment level of 800 is well within the capacity of the Bangor campus, even if some of the available buildings are used for purposes other than as dormitories. The Orono programs should be returned to the Orono campus as soon as space is available for the students here.

THE TWO-YEAR PROGRAMS--What Are They Now?

We must begin by noticing that two-year programs seem more or less important, depending on where you are standing. Let us first review some of those perspectives:

1) From the point of view of the total state effort, public and private, invested in higher education, the two-year programs are significant but not of overriding importance. As Chart I shows, less than four-year education has about one-eight of the enrollment in Maine. There are almost twice as many people involved in CED as in two-year education, statewide. Chart III shows how Maine's two-year education compared with the rest of the nation.

2) From your perspective as citizens and Trustees, it is important to notice that about 21 percent of all the post-secondary, less-than-four-year teaching in Maine is done by the University system. Private institutions--mostly business schools--do about 29 percent, while the VTI's are the largest single source of this type of training. This is shown in Chart IV.

Of the University's share, all is done in the old OPAL system, and about half is done at UMO/B. This is shown in Chart V.

On the other hand, two-year programs do not account for a major share of the University's registration--only about 7 percent as you can see from Chart II.

3) Let us now come down to the perspective of the campus president (Chart VI). In 1970, the two-year programs accounted for about 6 percent of Orono's credit hours taught. This was about the same size as the CED program, and half again as large as the graduate program. Hence, the University of Maine at Orono is about typical of the system as a whole.

4) Moving on down to the college level, the two-year programs begin to loom larger. Chart VII shows that about 20 percent of all the teaching done in the College of Life Sciences and Agriculture is in the two-year programs. In the College of Technology, almost one-eighth of the teaching is in the short programs. And, of course, at UMB the figure is 100 percent. At this point, then, the two-year programs begin to be of substantial importance, and to play an important role in shaping educational aims and policy.

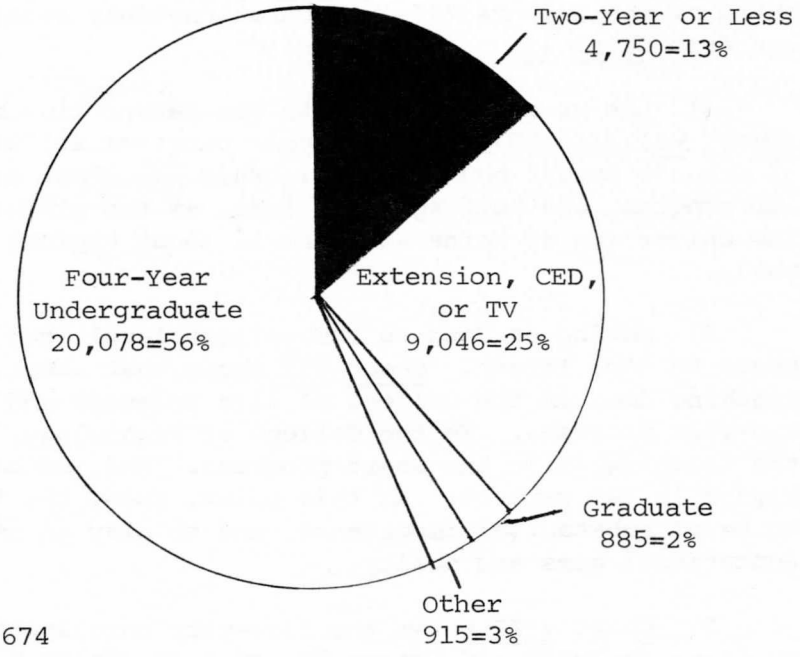
5) Chart VIII shows the five-year enrollment trends in two-year programs at UMO/B and Charts IX and X breaks these figures down to individual programs in the Orono group.

Robert F. Tredwell
Assistant to the President
University of Maine at
Orono/Bangor

February 10, 1972

ENROLLMENTS IN MAINE INSTITUTIONS BY PROGRAM LEVEL--1969

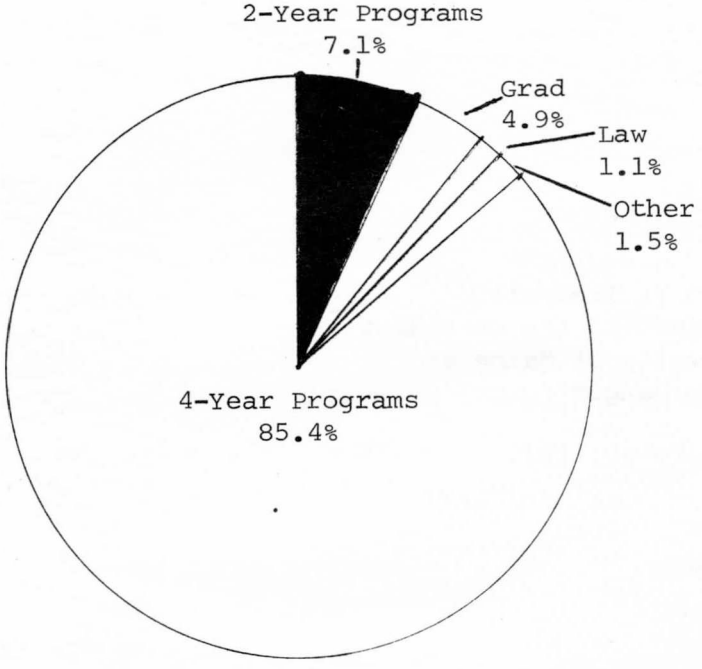
CHART #1



Total Students: 35,674

UNIVERSITY SYSTEM DAYTIME PROGRAMS FTE ENROLLMENTS--1970

CHART #2



Source: UM Information Survey
RFT: 12-71

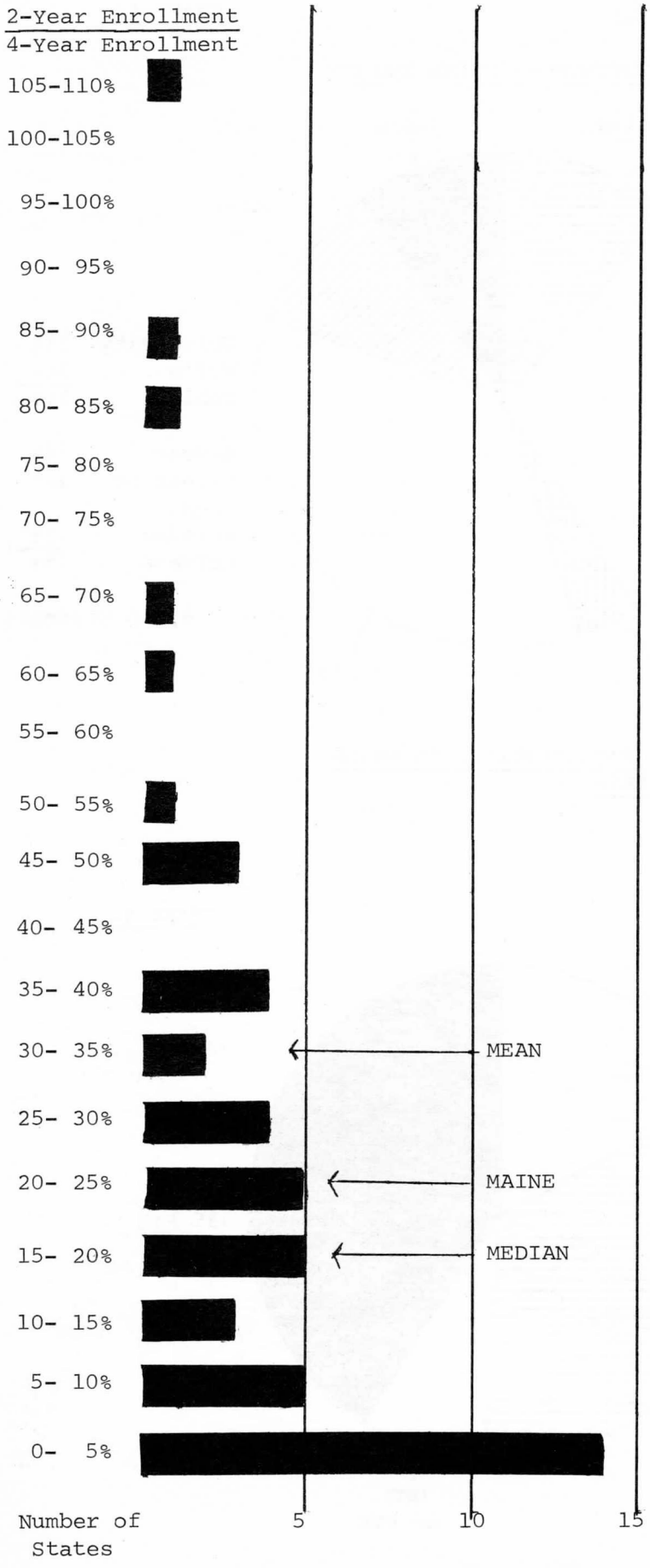


CHART #3

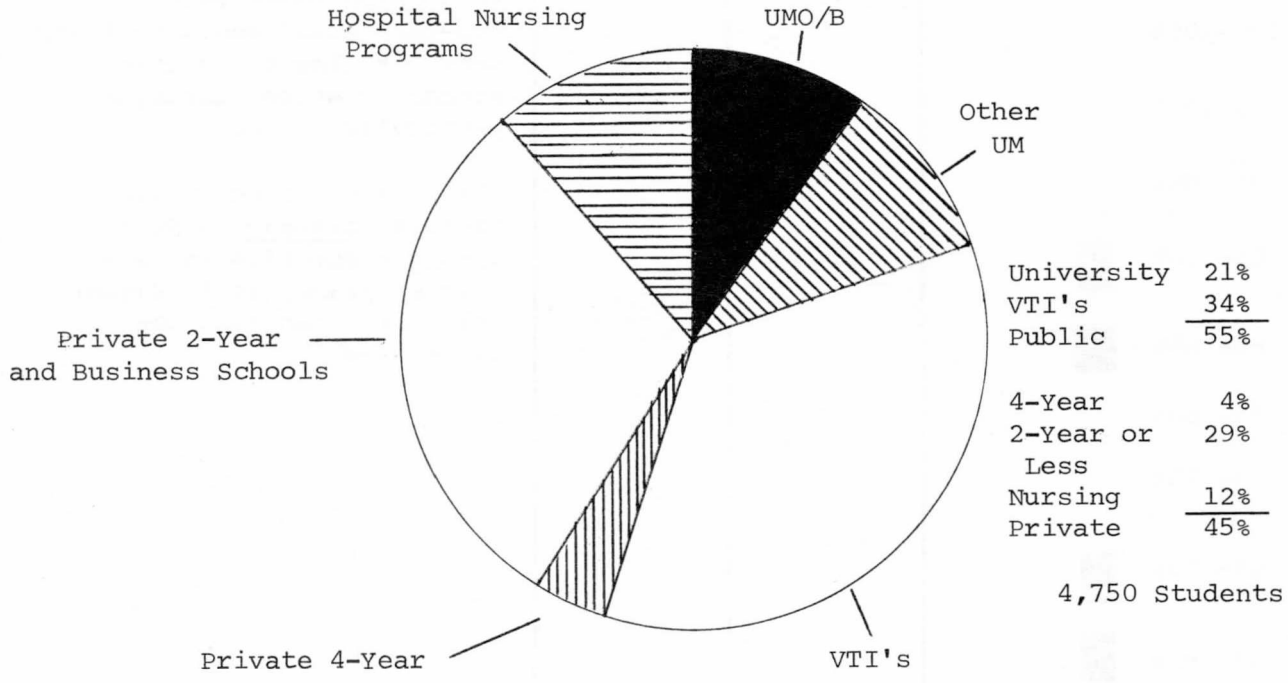
This graph shows ratio of two-year enrollments to four-year enrollments against number of states having a particular ratio.

While Maine is below the national average in percentages enrolled in two-year programs, it is higher than more than half the the states.

TWO-YEAR AND FOUR-YEAR ENROLLMENTS
IN FIFTY STATES AND DISTRICT

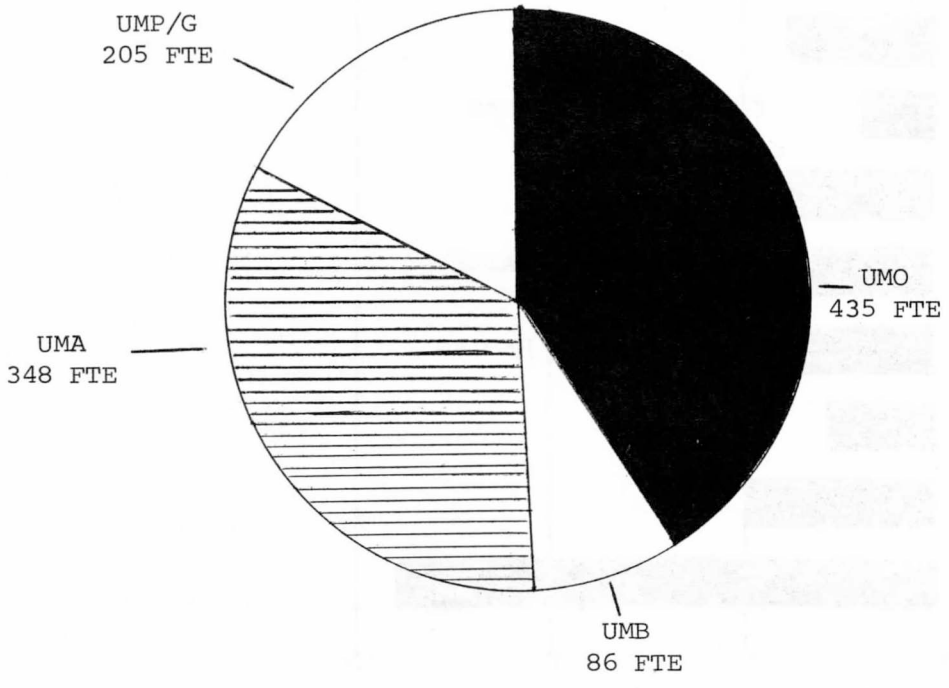
CHART #4

LESS-THAN-FOUR-YEAR STUDENTS -- MAINE AND UM



Less-Than-Four-Year Registrations in Maine
-1969-

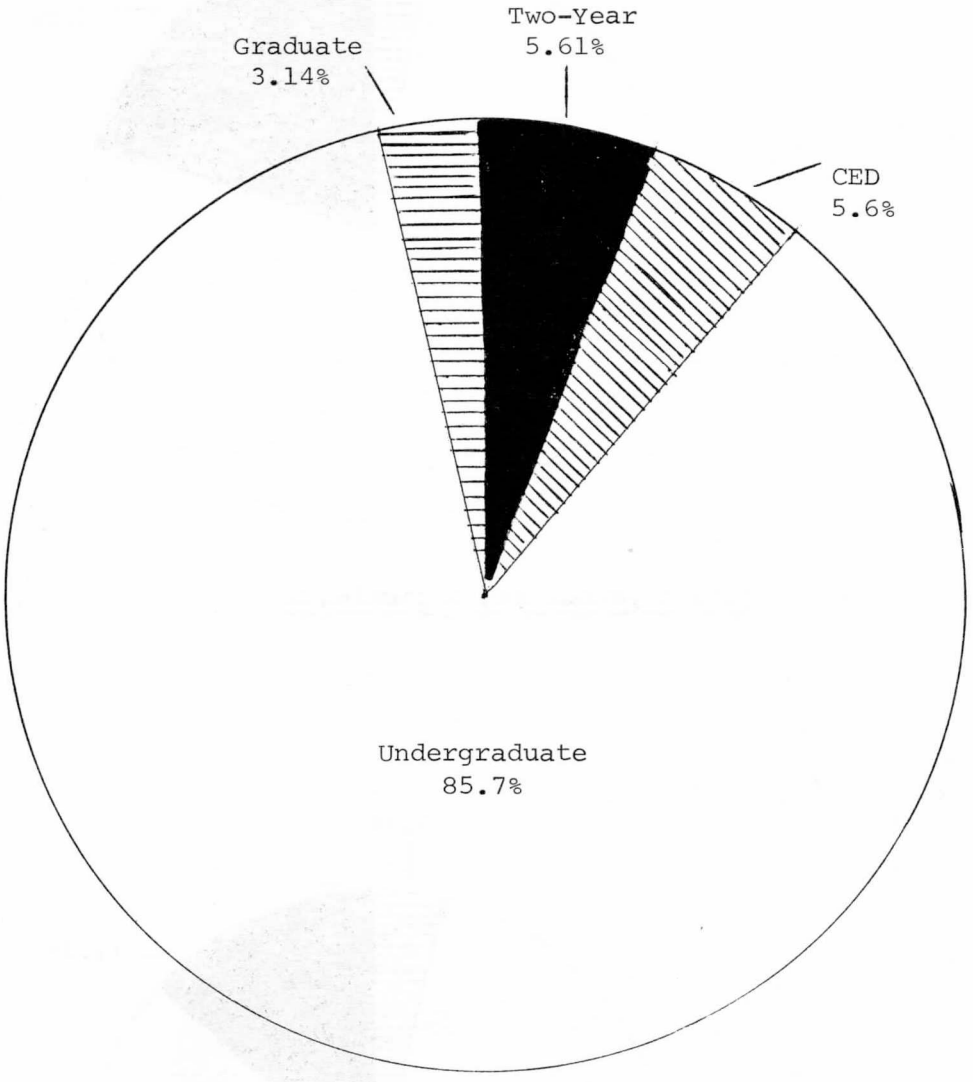
CHART #5



Two-Year Students in the University System
-1970-

*This distribution has changed substantially with the growth of UMA and UMB.

CHART #6

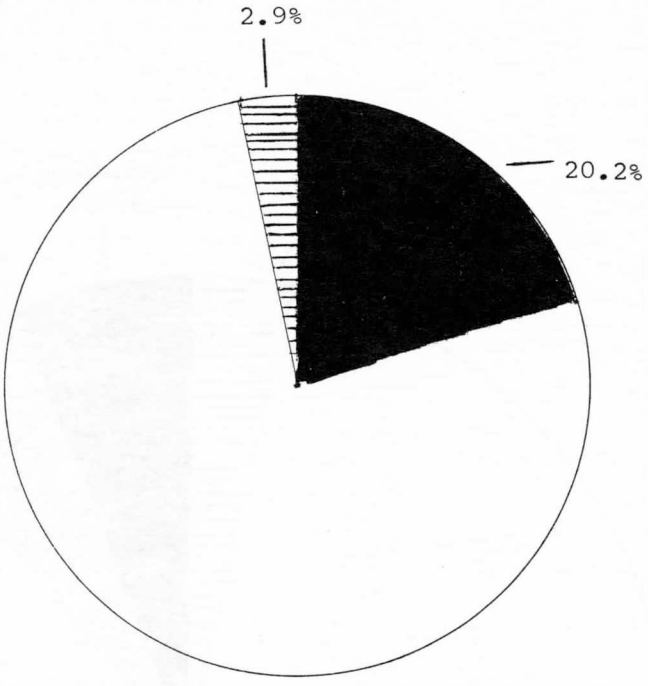


DISTRIBUTION OF STUDENT
CREDIT HOURS
FALL 1970
UMO ONLY

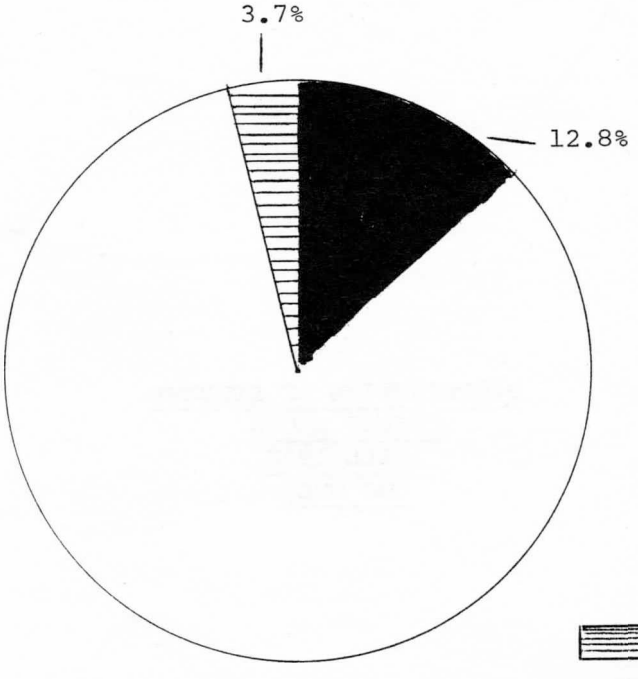
Source: Institutional Research
RFT: 12-71

STUDENT CREDIT HOURS--GRAD AND 2-YEAR
AS PERCENT OF COLLEGE TOTAL--1970

CHART #7



Life Sciences and Agriculture

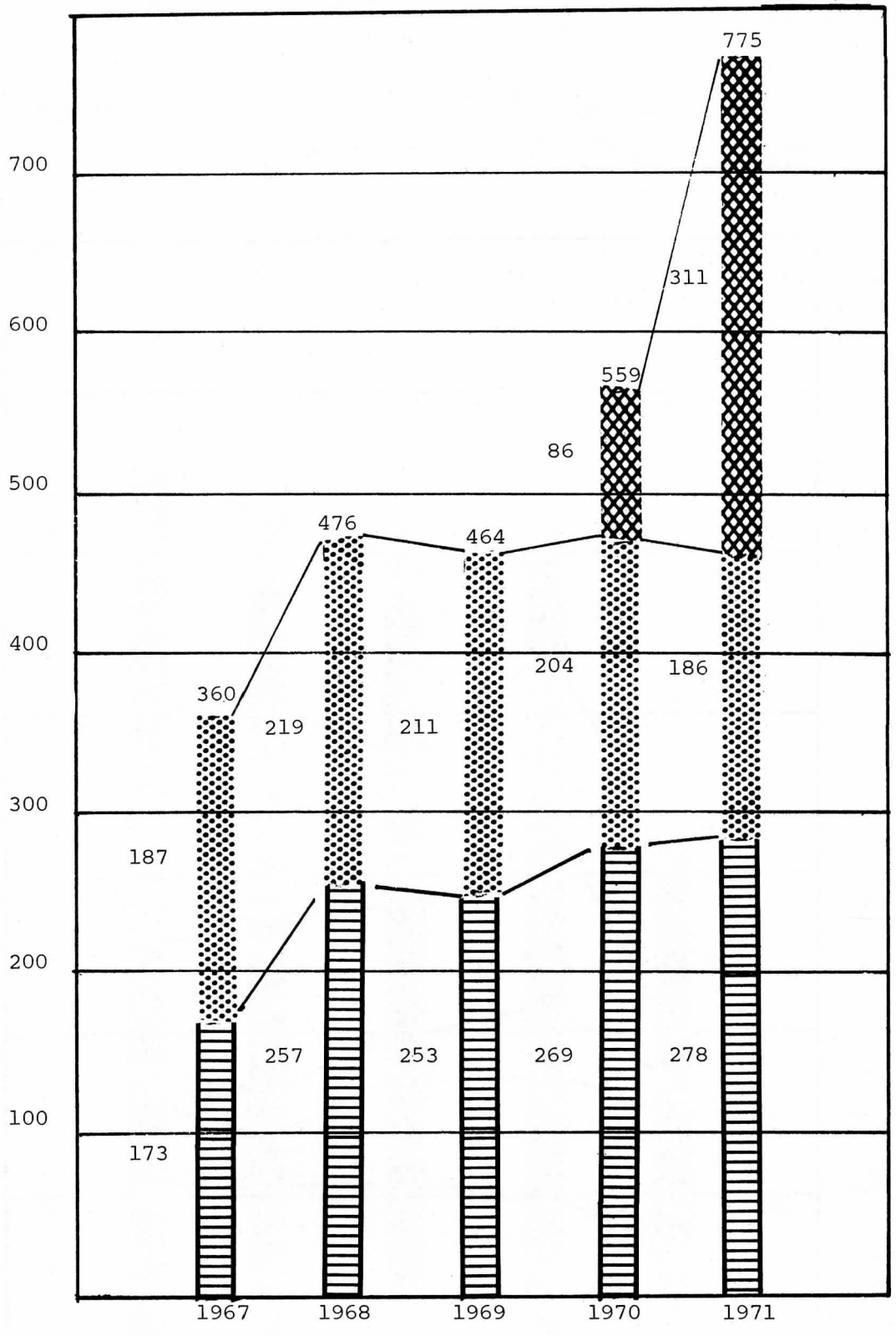


Technology

Source: Institutional Research
RFT: 12-71

TWO-YEAR ENROLLMENTS--BY COLLEGE--1967-71

CHART #8



Enrollment Trends--Five Years

LSA

Technology

UMB

Source: Registrar
RFT: 12-71

TWO-YEAR ENROLLMENTS
BY PROGRAM
COLLEGE OF LIFE SCIENCES AND AGRICULTURE

CHART #9

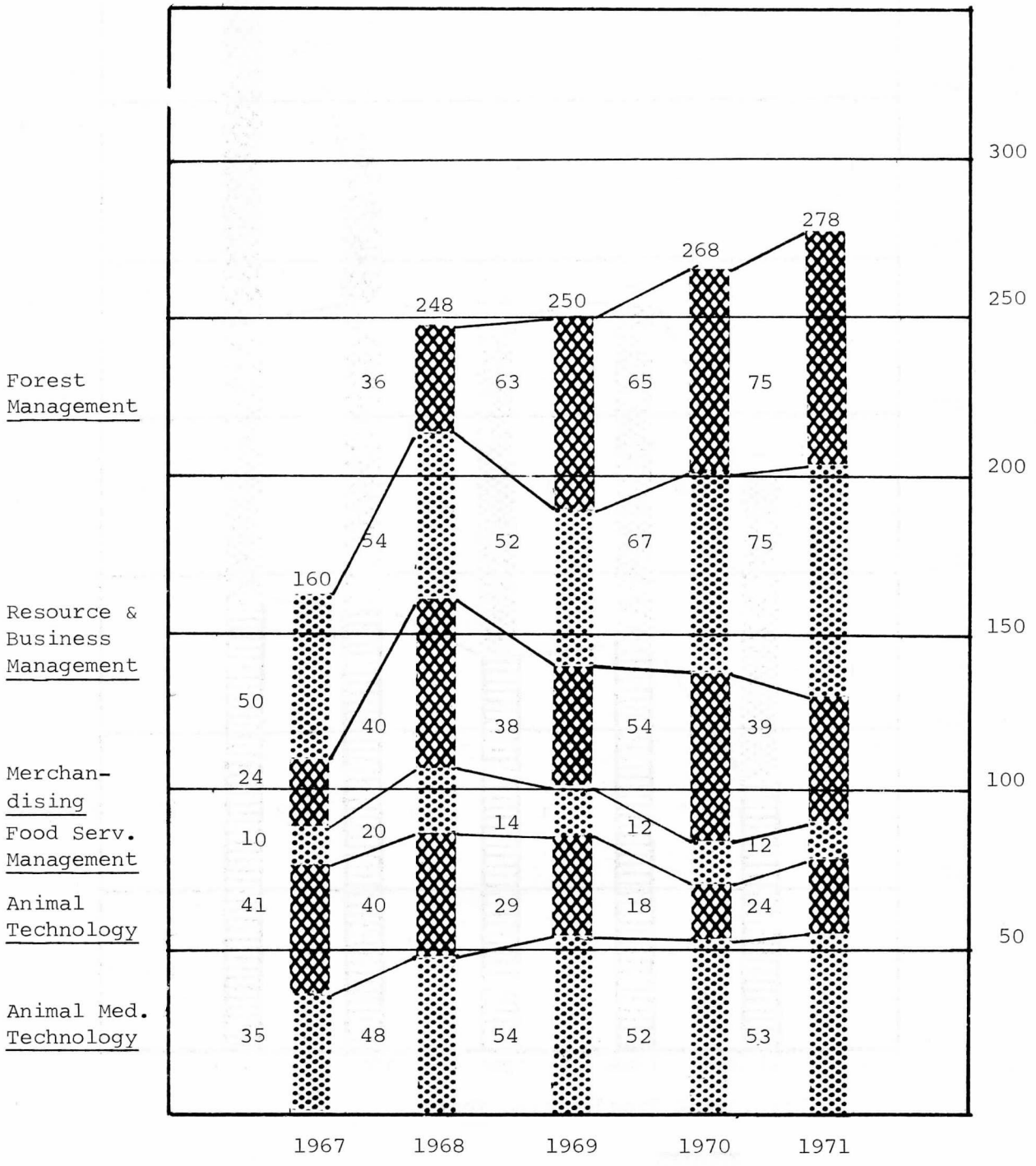


CHART #10

TWO-YEAR ENROLLMENTS BY PROGRAM
COLLEGE OF TECHNOLOGY
1967-1971